



## **Grades 7-8 Dance Audition** **Overview and Requirements**

Auditions for the 2022-2023 school year will be in an online format where students will view an instructional video and then record themselves performing a variety of dance combinations/sequences. Ensure that your student is seen clearly in the camera frame at all times. The entire body should be visible. Provide your student with enough room to move around freely (at least 8 to 10 feet is recommended). These audition videos are designed to be performed at home, however if you have access to a studio space you are welcome to record your videos there. You and your student might also consider recording the audition videos in an outdoor space, gym, or garage. No matter where you choose to record, please ensure that the space and surface is clear and safe to dance.

**Attire** - Students should wear clothing in which they can move easily. Students should not wear jewelry, bra tops, or crop tops. Dance clothes are encouraged but not required. Examples of appropriate clothing include:

**Top** - Any solid colored leotard or fitted top

**Bottom** - Pink, black, or dance tights the color of your skin tone, form-fitting pants/dance pants

**Feet** - Please choose footwear that works best for the surface upon which you are dancing. For example, ballet shoes, jazz shoes, socks or bare feet

**Hair** - Pulled back away from the face

**Supplies Needed** - A device to play instructional videos from and a second device to record the audition video. A helper to record the student during their audition.

**Evaluation** - Students will be evaluated on evidence of coordination, technical skill (alignment, extension through the feet and legs, rotation, use of plie, etc.), performance quality, musicality, sequence accuracy, and professionalism/engagement/audition etiquette as demonstrated by various combinations/sequence.

## **Rising Grades 7-8**

### **Task #1 - Ballet Sequence**

Student dancers will learn and perform ballet sequences that include abbreviated barre and center work.

### **Task #2 - Jazz Combination**

Student dancers will learn and perform a jazz combination that demonstrates attention to rhythm and jazz skills including pirouettes, isolations, and various footwork (e.g., pas de bouree, pivot, etc.).

### **Task #3 - Modern/Contemporary Dance Combination**

Student dancers will learn and perform a modern/contemporary dance combination that includes movements going into and coming out of the floor as well as opportunities to improvise and show an understanding of weight and effort.

# Grades 7-8 Dance Audition Score Sheet

Audition Number: \_\_\_\_\_ Rising Grade: \_\_\_\_\_ Audition Date: \_\_\_\_\_

<b>Task #1 - Ballet Sequence</b>						
Key Look-Fors	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (Below Standard)	No Evidence	Total
Coordination	4	3	2	1	0	
Technical Skill	4	3	2	1	0	
Performance Quality	4	3	2	1	0	
Musicality	4	3	2	1	0	
Sequence Accuracy	4	3	2	1	0	
Professionalism, Engagement, and Audition Etiquette	4	3	2	1	0	
<b>Task #2 - Jazz Sequence</b>						
Coordination	4	3	2	1	0	
Technical Skill	4	3	2	1	0	
Performance Quality	4	3	2	1	0	
Musicality	4	3	2	1	0	
Sequence Accuracy	4	3	2	1	0	
Professionalism, Engagement, and Audition Etiquette	4	3	2	1	0	
				<b>Score For Page 1</b>		

## Grades 7-8 Dance Audition Score Sheet Continued

<b>Task #3 - Modern/Contemporary</b>						
Key Look-Fors	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (Below Standard)	No Evidence	Total
Coordination	4	3	2	1	0	
Technical Skill	4	3	2	1	0	
Performance Quality	4	3	2	1	0	
Musicality	4	3	2	1	0	
Sequence Accuracy	4	3	2	1	0	
Professionalism, Engagement, and Audition Etiquette	4	3	2	1	0	
					<b>Score From This Section</b>	
					<b>Score From Page 1</b>	
<b>Panelist Initials</b>			<b>Total Score</b>			
<b>Rising Grade</b> _____	Total Score <i>72 X 100 =</i>		<b>Adjusted to 100 Point Scale</b>			
	Best possible score 72/72					

## Ballet Sequence(s) (rising grades 7-8)

<b>KEY LOOK-FORS</b>	<b>Accomplished 4 points</b>	<b>Proficient 3 points</b>	<b>Developing 2 points</b>	<b>Novice 1 point</b>	<b>No Evidence 0 points</b>
<b>Coordination</b>	<b>Consistently</b> demonstrates movement efficiently and effectively	<b>Frequently</b> demonstrates movement efficiently and effectively	<b>Sometimes</b> demonstrates movement efficiently and effectively	<b>Lack</b> of kinesthetic awareness	No Evidence
<b>Technical Skill</b> (Alignment, Extension Through the Feet and Legs, Rotation, Use of Plie, Core Support, Port De Bras)	<b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, and efficient and supported port de bras	<b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras	<b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras	<b>Does not</b> demonstrate effective spinal and pelvic alignment in motion, full extension of the legs and feet, appropriate and efficient use of rotation, effective and efficient use of plie, effective and efficient use of core support, efficient and supported port de bras	No Evidence
<b>Performance Quality</b>	Self-expression, sense of performance, focus is <b>clearly evident</b>	<b>Some evidence</b> of self-expression, sense of performance and focus	<b>Little evidence</b> of self-expression, sense of performance and focus	<b>Lack</b> of self-expression, sense of performance and focus	No Evidence
<b>Musicality</b>	Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together	Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution, but sometimes musicality is emerging	Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill	<b>No attention</b> to timing and musicality	No Evidence
<b>Sequence Accuracy</b>	<b>Demonstrates</b> sequence accurately	<b>Few</b> , minor sequence mistakes	<b>Some</b> sequence mistakes that affect the overall quality of the sequence	<b>Does not</b> demonstrate sequence accurately	No Evidence
<b>Professionalism, Engagement, and Audition Etiquette</b>	<b>Passionate</b> focus, high awareness and self-monitoring of process	<b>Consistent</b> focus and awareness of process	<b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process	<b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process	No Evidence

## Jazz Sequence (rising grades 7-8)

KEY LOOK-FORS	Accomplished <i>4 points</i>	Proficient <i>3 points</i>	Developing <i>2 points</i>	Novice <i>1 point</i>	No Evidence <i>0 points</i>
<b>Coordination</b>	<b>Consistently</b> demonstrates movement efficiently and effectively	<b>Frequently</b> demonstrates movement efficiently and effectively	<b>Sometimes</b> demonstrates movement efficiently and effectively	<b>Lack</b> of kinesthetic awareness	No Evidence
<b>Technical Skill</b> (Alignment, Extension Through the Feet and Legs, Rotation, Use of Plie, Core Support, Port De Bras)	<b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support	<b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support	<b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support	<b>Does not</b> demonstrate effective spinal and pelvic alignment in motion, full extension of the legs and feet, effective and efficient shifting of weight, effective and efficient use of core support	No Evidence
<b>Performance Quality</b>	Self-expression, sense of performance, focus is <b>clearly evident</b>	<b>Some evidence</b> of self-expression, sense of performance and focus	<b>Little evidence</b> of self-expression, sense of performance and focus	<b>Lack</b> of self-expression, sense of performance and focus	No Evidence
<b>Musicality</b>	Timing is <b>accurate</b> and musicality enhances performance; musicality and skills are developing together	Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution but sometimes musicality is emerging	Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill	<b>No attention</b> to timing and musicality	No Evidence
<b>Sequence Accuracy</b>	<b>Demonstrates</b> sequence accurately	<b>Few</b> , minor sequence mistakes	<b>Some</b> sequence mistakes that affect the overall quality of the sequence	<b>Does not</b> demonstrate sequence accurately	No Evidence
<b>Professionalism, Engagement, and Audition Etiquette</b>	<b>Passionate</b> focus, high awareness and self-monitoring of process	<b>Consistent</b> focus and awareness of process	<b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process	<b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process	No Evidence

## Modern/Contemporary Sequence (rising grades 7-8)

KEY LOOK-FORS	Accomplished <i>4 points</i>	Proficient <i>3 points</i>	Developing <i>2 points</i>	Novice <i>1 point</i>	No Evidence <i>0 points</i>
<b>Coordination</b>	<b>Consistently</b> demonstrates movement efficiently and effectively	<b>Frequently</b> demonstrates movement efficiently and effectively	<b>Sometimes</b> demonstrates movement efficiently and effectively	<b>Lack</b> of kinesthetic awareness	No Evidence
<b>Technical Skill</b> (Alignment, Extension Through the Feet and Legs, Weight Shifting, Floor Work, Core Support)	<b>Consistently</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support	<b>Frequently</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support	<b>Sometimes</b> demonstrates effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support	<b>Does not</b> demonstrate effective spinal and pelvic alignment in motion; demonstrates full extension of the legs and feet, effective and efficient shifting of weight, ability to move efficiently into and out of the floor, effective and efficient use of core support	No Evidence
<b>Performance Quality</b>	Self-expression, sense of performance, focus is <b>clearly evident</b>	<b>Some evidence</b> of self-expression, sense of performance and focus	<b>Little evidence</b> of self-expression, sense of performance and focus	<b>Lack</b> of self-expression, sense of performance and focus	No Evidence
<b>Musicality</b>	Timing <b>is accurate</b> and musicality enhances performance; musicality and skills are developing together	Timing is <b>frequently</b> accurate and mostly danced with musicality; focus is mostly on execution but sometimes musicality is emerging	Performance is affected by <b>lack</b> of timing and musicality; focus is placed fully on execution of the skill	<b>No attention</b> to timing and musicality	No Evidence
<b>Sequence Accuracy</b>	<b>Demonstrates</b> sequence accurately	<b>Few</b> , minor sequence mistakes	<b>Some</b> sequence mistakes that affect the overall quality of the sequence	<b>Does not</b> demonstrate sequence accurately	No Evidence
<b>Professionalism, Engagement, and Audition Etiquette</b>	<b>Passionate</b> focus, high awareness and self-monitoring of process	<b>Consistent</b> focus and awareness of process	<b>Inconsistent</b> focus and/or shows resistance when work is challenging, developing awareness of process	<b>Does not</b> sustain focus and/or refuses when work is challenging, beginning awareness of process	No Evidence